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**THE MODEL OF EDUCATION OF FOREIGN LANGUAGE
COMMUNICATIVE CULTURE HUMANITIES STUDENTS' IN HIGHER
EDUCATION INSTITUTIONS**

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The article analyzes the definition of terms: “foreign language communicative culture” (FLCC) and “Smart-technology”. The definition of foreign language communicative culture is conceptualized and considers the factors for successful education of the foreign communicative culture.

According to the results of the ascertaining experiment, the reasons for insufficient students' knowledge of a foreign language communication culture were established: inconsistency of the content of educational work with the task of education of a foreign language communication culture; insufficient use of teaching aids and methods that motivate to be participants in intercultural interaction.

In the article, also, is represented the model of the process FLCC education of humanities students' in higher education institutions, which theoretically substantiated and consist of structural aspects. The pedagogical conditions of organizing the educational process of FLCC of students are determined by: impenetation of personality-oriented education in FLCC; usage of any foreign language as a tool of intercultural communication; creation of innovative-technological space of Smart-technologies use in FLCC education.

The model is reproduced in the form of an innovative methods to approach to the specified standard. The structure of it includes: the use of cognitive-research interactive, and feedback methods; designed "Interactive foreign language course (English)" for students of philological specialties, which is available on the educational online platform in the Internet; the created base of Smart-tools for organizing distance learning and an application system of interactive communication technologies for teaching and learning.

Therefore, the introduction of new technologies in the field of education leads to the transition from the old scheme of reproductive knowledge transfer to a new creative and communicative learning.

Key words: *culture, language personality, foreign language culture, foreign language communicative culture (FLCC), the model of education of foreign language communicative culture of personality, Smart-technologies.*

The diversity of cultures views the world, denoting the same things differently, so, first of all, the formation of a foreign language communicative culture is the ability to take into account the differences of cultures in communication, as well as an important contribution to peace, security and stability.

By acquiring knowledge about the culture of the people, in particular about language as part of culture, a young person develops communication skills. The study of foreign languages focuses not only on the formation of students' language skills and abilities, but also on more global goals: the study of culture and specifics of modern life of the studied language, expanding linguistic and cultural horizons.

In the State standards of higher education, foreign language was included as compulsory, the purpose is to formulate and develop the foreign

language communication culture of the participants of professional communication. And take into account communicative skills, which are formed based on language knowledge and abilities, mastering the skills and abilities to communicate orally and written form according to motives, goals and social norms of speech behavior in typical spheres and situations.

The necessity of developing the foreign language communicative culture is evidenced by a large number of disputes in the world community related to the understanding of the norms of interaction between different cultures. The solution to these problems is the unification and cooperation of the international community that is aimed at improving the understanding of the cultural, religious traditions and values of different countries.

Today, cooperation and cooperation between world countries is being implemented through the strategies, programs and projects of such intergovernmental regional organizations as the Council of Europe (CE), the European Union (EU), the Organization for Security and Cooperation in Europe (OSCE), the Central European Initiative (CEI), as well as other reputable international organizations. Respect for the cultural diversity of the world is also emphasized in the provisions of the Universal Declaration of Human Rights.

Changes in the activities of interacting cultures result in a huge number of summits, conventions, and signing of declarations, pacts, and partnership agreements between countries. The most important of these documents include: the Universal Declaration of Human Rights, European Convention on Human Rights (1950)

(<http://coe.mfa.gov.ua/ua/ukraine-coe/about>), European Cultural Convention (1954),

(<http://www.coe.int/ru/web/conventions/full-list/-/conventions/treaty/018>), International Covenant on Economic, Social and Cultural Rights, Vienna Declaration, Framework Convention for the Protection of National

Minorities, Permanent Representation of Ukraine to the Council of Europe (<http://coe.mfa.gov.ua/ua/ukraine-coe/about>), White Paper on Intercultural Dialogue, Council of Europe Program 2010–2014 “Education for Intercultural Understanding of Human Rights and Democratic Culture”, Declaration on the Establishment of the Shanghai Cooperation Organization, Faro Declaration on the Council of Europe Strategy for the Development of Intercultural Dialogue (2005) (<http://coe.mfa.gov.ua/ua/ukraine-coe/about>), Rome Declaration EU (2017), etc.

The works of modern scientists are devoted to the study of the components of communicative culture, the disclosure of some aspects of it: worldview (A. Bodalov, B. Lomov), psychological (B. Ananiev, G. Andreeva, I. Zymnia, I. Kotova, A. Leontiev, Y. Sherkovin), sociological (T. Drydze, S. Samigin, A. Rean), art criticism (P. Ershov, A. Murashov), aesthetic (N. Myropolska, O. Komarovka), adaptive (V. Aschepkov, G. Yakusheva) spiritual (G. Shevchenko), culturological (V. Safonov, V. Sokolov).

M.Zakiyev, R. Zamaletdinov, F.Safiullin, F.Harisov, C.Harisov, F.Yusupov, R.Yusupov and many others believe that to achieve such goals it is necessary: directed selection and selection of educational linguocultural material in the contextual content of national values and traditions; creation of a multilingual educational environment of interpersonal interaction in the course of solving educational tasks and in the process of training exercises; variant modeling of the curriculum, which allows to take into account cognitive interests, profile of training and individual preferences of students, which promotes tolerance and ability to conduct dialogue, increases the level of competence in foreign language vocabulary, creates the need for intercultural communication.

The importance of communicative training of students in higher education institutions is emphasized by: I. Zvereva, M. Isaenko, A. Kapska,

M. Kots, O. Kuleshova, A. Kurinna, V. Malakhov, N. Skotna, F. Khmil, G. Zuckerman, P. Shakhbanova, O. Shved, T. Shepelenko, O. Shmaylova, O. Yakovliva.

The problem of foreign language competence is covered in the works of foreign and domestic researchers: E. Vereshchagin, V. Kostomarov, E. Passov, S. Ter-Minasova, L. Shcherba, A. Holliday, O. Sysoeva. The dependence of the formation of communicative culture on the structure of verbal interaction between teacher and student has been studied in the works of O. Bodalev, A. Brudny, V. Grekhnev, V. Kan-Kalik, O. Leontiev, S. Musatov, T. Netchinova, A. Rean, I. Todorova, A. Harash and others.

In his research, P. Kendzor argues that culture can be regarded not only as material possessions and spiritual values created by man in the process of purposeful activity, but also above all as relationships that arise in the course of accumulation, exchange, translation of cultural meanings and meanings. Using of the activity approach in the educational process enriches it with new values, meanings and values that accumulate in different layers of the educational potential of a culture. (*Kendzior, 2017*)

Speaking about the development of culture, it is not possible without intercultural communication, where the cultural function is performed by the language in which it is carried out and formed linguistic personality that owns it.

This is confirmed by the American linguist E. Sapir, denying the biological certainty of language, noting that language is a purely human, almost instinctive way of conveying thoughts, emotions, and desires. The scientist emphasizes the communicative function of language as the most expressive form of communicative behavior (*Sapir, 2001*)

D. Hymes argued that, on the one hand, language determines cultural reality, people belonging to different cultures have, to some extent, special

communication systems, and on the other, cultural values and beliefs partially create linguistic reality (*Hymes D.H. ,1972*)

So, modern foreign language training of specialists should contribute to the development of the general outlook, to expand and deepen professional knowledge, to raise a world-view culture and to be an essential means of forming a person's competitiveness as the most important indicator of the effectiveness of the educational socialization process. Consequently, foreign-language culture has the richest potential in implementing the ideas of the humanization of education. And according to the program of the new Ukrainian school in 2019, one of the main principles of modern education is humanism, where a person is the greatest social value.

Aim and tasks. The purpose of our research is based on the analysis of scientific sources on the problem to theoretically substantiate and experimentally test the effectiveness of the model and organizational and pedagogical conditions of education of foreign language communicative culture of humanities students in higher education.

According to the purpose and conceptual vision of the research structure, the following tasks are defined: By theoretical analysis of philosophical, psychological and pedagogical sources on the research problem to clarify the conceptual and categorical apparatus of research. To characterize the peculiarities of education of foreign language communicative culture of students of humanities in higher education institutions. To determine the criteria, indicators and characterize the levels of education of foreign language communication culture of students of humanities specialties of higher education institutions. Theoretically substantiate and experimentally test the effectiveness of the model and organizational and pedagogical conditions for the education of foreign

language communicative culture of students of humanities specialties in higher education institutions.

Main material. Scientists believe that communicative culture is one of the important aspects of a basic personality culture. And it should be considered as a major component of culture, where a foreign language culture serves as a system for improving the formation of professional and socially significant personality traits, and language is a facility of communication and the development of a foreign language communicative culture.

The focus of culture and the language of communication is the linguistic personality in all its diversity: physical, social, intellectual and emotional. The phenomenon of linguistic personality is a reflection of cultural identity in linguistic activity.

In the structure of linguistic personality, there is a need for self-esteem and the ability to self-esteem. These needs regulate the behavior of the subject who speaks and influence the choice of linguistic means used to frame the linguistic personality of their thoughts. Through appreciation and self-esteem, the linguistic personality models his or her attitude to reality and creates his / her own image. The problem of evaluation includes three aspects: 1) the object of evaluation; 2) a means of assessment; 3) the evaluating subject. Self-esteem involves two points: 1) the author interprets the text of his behavior in a sign situation and explains his particular linguistic behavior; 2) verbal modeling is the creation of a self-portrait by comparing oneself to others (*Vladimirov, 2007*).

In our study, *the foreign-language communicative culture is considered as a set of norms and rules that regulate communication of people in different cultural contexts. It is characterized by the presence of a communicative ideal, a tolerant attitude to the interlocutor as a value,*

awareness of his individual characteristics, his own communicative abilities and the ability to have a communicative situation.

An analysis of the determinations of the essence of humanitarian education allowed us to distinguish the following main characteristics of this phenomenon: humanistic, cultural and social orientation and morality.

The humanitarian paradigm of education focuses on the formation of a person in culture, to reveal the true, deep in it. That is, humanitarian education treats a person as a cultural full value subject, who has the right to self-affirmation, autonomy and choice of values, but which preserves its own socio-cultural identity, positively perceives other cultures, respects social and cultural diversity.

The use of Internet resources and the use of SMART technologies in foreign language teaching give access to authentic information. Working with authentic material compensates for the absence of real situations of language use; enables creation of certain speech samples-standards; implements the didactic principle of clarity and enables the activation of a large number of language units; introduction into the process of teaching non-standard speech tasks, which is a favorable factor for the development of students' communicative and creative abilities. It should be noted that in SMART-technologies the motivation for learning increases, because the use of modern gadgets is of particular interest to students.

So, based on a native and foreign research, we define the meaning of *“SMART technology”*: *a technical and software that takes advantage of the global information society to carry out joint educational activities on the Internet and provide educational services of a new quality.*

The study confirmed the benefits of usage Smart-technologies, such as: access to authentic materials, special methods of organizing student learning activities, distance learning (Zoom) based on emotionally colored activities (games), research tasks, etc. The FLCC virtual space created a

comfortable informational and educational environment for students.

Research and experimental work at different stages covered 414 students of humanities from Mykolayiv V.O Sukhomlinsky National University, Precarpathian Vasyl Stefanyk National University, Luhansk Taras Shevchenko National University. Experimental group consist of 196 students and control group - 218 students of humanities.

Diagnostics of the state of students' FLCC reviled the reasons of its lemitations: inconsistency of the content of educational materials to the tasks of FLCC education; insufficient usage in teaching methods to motivate students to be participants in intercultural interaction. The result is the absence of their initiative in communication, lack of motivation and low understanding of FLCC meaning, shortage of desire in searching mutual understanding, manifestation of categorical judgments, limited interaction strategies, insufficient level of linguo-cultural competence, and knowledge of foreign language for productive communication.

So, according to the results of the ascertaining experiment, the reasons for insufficient students' knowledge of a foreign language communication culture were established: inconsistency of the content of educational work with the task of education of a foreign language communication culture; insufficient use of teaching aids and methods that motivate to be participants in intercultural interaction.

In pedagogical science, modeling is widely used as a method of teaching and a method of scientific research. The model is a well-thought-out scheme that illustrates the content, objectives, essence, functions, methods, tools, resources for the design, organization and conduct of the educational process with the provision of pedagogical conditions for students and teachers.

The model of FLCC education of humanities students in higher

education institutions is theoretically substantiated, which contains target, theoretical, conceptual, semantic, procedural, defining and effective aspects.

In our model, we set the goal of educating students' foreign language communication culture (*target aspect of the model*). The goal is determined by the presence of students' communicative ideal, their own communicative abilities and skills to own a communicative situation

To achieve these goals, tasks are identified that involve the development of students' interest and motivation for a foreign language communicative culture; expansion, streamlining and systematization of students' knowledge of foreign language communication culture and its components; formation of personal qualities and skills necessary for the development of foreign language communicative culture.

The solution of the tasks should be carried out on the basis of the structure of the ICC defined by us and the implementation of the leading approaches, principles and pedagogical conditions of education of foreign language communication culture (*theoretical aspect of the model*).

The conceptual aspect of the model reflects the following components: FLCC functions (communicative, cultural, corrective, emotional and evaluative) and presents the leading values of FLCC education: openness to intercultural dialogue, values towards oneself and other people, tolerance and partnership.

In the semantic aspect of the model, the methodological support of the organization of the process of education of foreign language communicative culture humanities students' in higher education institutions is described.

The procedural aspect of the model is represented by a learning web environment for collaboration of students (research, design, creative), which

are created using Google services; e-learning tools created by the teacher using e-learning systems (Moodle, Zoom) using Smart-technologies and using SMART-tools Google Apps (Google Hangouts, Forms, Charts, Presentations), Google Classroom.

The procedural component also includes methods of diagnosis and electronic control - SMART-control. Assessment of students' achievements is carried out online. With the help of this type of control, students' ability to assess and improve their level of foreign language communicative competence is formed.

The defining aspect of the model reflects the criteria, indicators, levels of education of foreign language communicative culture of humanities students' in higher education institutions.

For each science the question of criteria which can be guided at an estimation of pedagogical processes and the phenomena is rather important. Only in the presence of such criteria it is possible to draw a conclusion about desirable, the best results of pedagogical influence (*G.Batishchev, 1987, p.17*).

In order to monitor and analyze the dynamics of the process of education of foreign language communication culture in the study identified the following criteria and indicators of education of foreign language communication culture of the student: 1) *cognitive*: knowledge of a foreign language at a sufficient level for free communication; recognition of the equality of cultures, their values and achievements; understanding the essence of the interaction of cultures in the modern world; ideas about ways to avoid and prevent the emergence of conflicting intercultural situations in communication; 2) *emotional-value*: value attitude to other cultures; desire to get a positive experience of foreign language communication; interest in intercultural communication; openness to intercultural dialogue; 3) *behavioral*: readiness for foreign language

communication; ability to produce their own communication strategies; ability to implement communicative models in speech behavior; communicative control of own actions.

The developed criteria and indicators make it possible to characterize the levels of education of foreign language communicative culture of students of humanitarian specialties of higher education institutions: *Low (imperfect) level, medium (potentially-perfect) level and high (perfect) level.*

The effective aspect of the model is the predicted result: education of foreign language communicative culture of students of humanities in higher education institutions.

We assume that the introduction of these components of the model into the pedagogical process will ensure the successful education of a foreign language communicative culture of the student. The end result of this process are: formed motives of personal self-development and the desire to be a participant in intercultural interaction based on experience and basic linguistic and cultural knowledge; understanding the essence of foreign language communicative culture; acquired skills, abilities and own strategies of intercultural communication, which will allow students to self-realize in a culturally diverse world.

Signs of education of foreign language communicative culture of students will be such qualities as: tolerance (the ability to feel the emotional state of the communication partner, to understand and accept the uniqueness of any individual); the desire to emotionally support another person; the ability to justify their actions, to identify the motives of their activities; reflection (the ability to identify the basis for activities, deeds, relationships, life situations); ability to competently, quickly solve problems of intercultural communication taking into account different points of view, in different situations; ability to think constructively and logically; desire for continuous self-education and self-development; knowledge of cognitive

abilities, adaptability to the new cultural environment, flexibility and mobility in communication in a foreign language; active realization of their creative abilities, rich personal potential, necessary for successful mastering of activities at the intersection of cultures; ability to use Smart-technologies in own professional activity.

The model is reproduced in the form of an innovative methods to approach to the specified standard. The structure of it includes: the use of cognitive-research interactive, and feedback methods; designed "*Interactive foreign language course (English)*" <<https://flcommunicativeculture.wordpress.com/>> for students of philological specialties, which is available on the educational online platform in the Internet; the created base of Smart-tools for organizing distance learning and an application system of interactive communication technologies for teaching and learning.

Approbation of the conceptual model of education of foreign language communicative culture of humanities students in higher education institutions and creation of certain organizational and pedagogical conditions developed on the basis of methodological support implementation, which included: use of cognitive-research, feedback methods and interactive methods; "*Interactive foreign language course (English)*" for students of philological specialties in the humanities, which is available on the educational online platform on the Internet; creation of a database of service Smart-tools for the organization of distance learning and creation of interactive ways of presenting educational material.

Conclusion. As a result of scientific research, a pedagogical model was developed, which reflects the process of education of students of higher education institutions of foreign language communicative culture. The model of education reflects the functional and structural links between its aspects, which are a well-thought-out scheme that illustrates the content,

objectives, essence, functions, methods, tools, resources for designing, organizing and implementing the educational process with pedagogical conditions for foreign language communication culture. students.

The result of the implementation of the developed theoretical model should be the education of students in foreign language communicative culture: formed motives for personal self-development and the desire to be a participant in intercultural interaction based on experience and basic linguistic and cultural knowledge; understanding the essence of foreign language communicative culture; acquired skills, abilities and own strategies of intercultural communication, which will allow students to self-realize in a culturally diverse world.

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